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at the completion of the normal-school course; (3) by giving adequate instruction in school hygiene and personal hygiene in the normal-school course; and (4) selection of teachers on the basis of personal fitness of character and training and health should take the place of the negative function of rejecting candidates on the basis of certain standards of scholarship.

This excellent little book is a good omen for the improvement of the teaching profession. It is only by regard for the laws of physical and mental hygiene that the teacher's work can be made safe and efficient; and the author's plea for the reform of the normal schools with regard to school hygiene cannot be emphasized too strongly. That the study of this subject should often be omitted from the normal-school curriculum or treated inadequately in connection with school management is one of the strange features of modern education.

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*The Story of the Ancient Nations.* A Text-Book for High-Schools.  
By WILLIAM L. WESTERMANN. New York: D. Appleton & Co.,  
1912. Pp. xvii+554. \$1.50.

Westermann's *The Story of the Ancient Nations* is a clear narrative which brings into relief the salient points of ancient history, and in its emphasis on literature, art, and social life, and the use of ancient authorities, aims to exemplify the trend of present-day historical teaching. Sometimes the condensation of political and military history, in order to leave room for details of culture, too often neglected in secondary textbooks, leads to noteworthy omissions, such as the work of Brasidas in alienating the allies of Athens in the north (without which the battle of Amphipolis, mentioned on p. 167 is not clear), the surrender of the Spartans at Sphacteria, the Thirty Tyrants at Athens, and the battle of the Ticinus River. The arrangement is occasionally questionable. It is doubtful whether the sacred games belong in chap. x under the heading "Democracy Develops in Attica"; chap. xxv, "The Spread of the Power of Rome over Italy" would be less confusing to the young student if divided into two chapters, one on government and one on the conquest of Italy. A few statements are open to criticism on the score of possible misinterpretation, e.g., on p. 241, in the words "Zeno, a Jew" the author probably had in mind "ille Poenulus," Cic. *Fin.* iv. 56, and his own previous statement in chap. v that the Phoenicians and Hebrews were both Semites, but the expression is likely to leave a wrong impression on the high-school pupil. The pupil would also be misled on p. 164 among the topics for oral or written report by "The Literary Ability of Aspasia.—The Dialogue, 'Menexenus' of Plato."

The book as a whole, despite these criticisms of minor points, conforms to modern requirements in the teaching of history and can safely be recommended as a textbook.

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